

PROBLEMS OF WOMEN TEACHERS IN PRIVATE SCHOOLS AT DHARMAPURI

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Abstract

We are living in an era of gender sensitization and women empowerment. The status of women differs by societies, countries, and religion. This is a micro study on women teachers and their problems. The study attempts to find the answers for a question of what are the problems experienced by the women teachers in the private schools. The objectives of the study are, to study the physical, psychological, economic and social problems of women teachers. The findings on the problems are discussed by classifications. Physical problems are body pain, knee pain, dust allergy, back pain, dehydration, and head ache. Psychological problems are stress because of over work load, extra work hours, unfair penalty practices, not allowed to avail welfare benefits, and deputing in irrelevant assignment. Social problems are unable to participate in the social gathering, unable to have membership in clubs / associations / groups, not given opportunity to practice administrative positions and responsibilities, and not treating with dignity. The economic problems are underpaid salary and remunerations, unfair allowance practices and there is not financial motivating factors and incentives for the additional works.

Keywords:

Women teachers;
Female teachers;
Private school teachers;
and Problems of teachers.

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Introduction

Teachers are very important component in the system of education. Teachers are the agent of change and source of quality education. The education system is good only when the teachers are good (Farooq, 2017). The status of women in the country has been considerably enhanced after the independence. Traditionally, women were expected to perform household duties and men took care of other out-side work. But, now-a-days women are going for job due to various reasons particularly if their father / husband is unable to earn due to illness, unemployment, old age and the income of the father/husband is so meager which is difficult to meet needs of the family. Even there are no such problems and need on women, still they are working for a change (Saroja, 2013). Though women development take place in the country still they are rarely found in positions of authority and leadership in schools. Even in countries where the percentage of women teachers is high, there are very few women head teachers, education officers and managers at the district, regional and national levels. The need of increasing girl's enrollment is an important reason for giving attention to women teachers (Jenet, 2010). Most of the private schools in Dharmapuri have recruited more women teachers. Though the women teachers are fulfilling needs of the students and schools still they face problems. Therefore the present study attempts to understand the different types of problems and challenges which are faced by the women teachers in Dharmapuri.

Statement of the Problem

Women are considered as 'Sakthi' (Power) in India. Women have talents equal to men. Still women do not enjoy the equal rights as men enjoy. They are considered below the status of men. But women play vital role in nation building especially economic development of the nation. The present study attempts to find the answers for a question. The question is what is the problems experienced by the women teachers in the private schools. The answers for these questions could help to understand the various problems and its magnitude. The findings could be useful to different stakeholders of the education system for its better functions.

Review of Literatures

Teaching is not considered as one of the most important career in India. The primary challenge is to raise the status of teaching as a career choice. The general perception of people about this

profession is that anyone can become a teacher as it takes minimal skill and is nothing but glorified baby-sitting. To some extent it is true as a non competitive teacher really has minimal skills whereas a good teacher has leadership skills. Teaching is one of the most underpaid jobs. Even appreciation in form of financial incentive is not a very popular culture in India. Most of elite private schools are established by real estate developers or politicians who do not have an idea about education. For them education is a means to amass a huge fortune. Teachers don't have a voice and have no say about educational policy. A good teacher needs to be constantly updated with the best practices practiced across the world. Most of the teachers return back home and spend their quality personal time and weekends marking notebooks, planning lessons, grading answer scripts etc. By the end of the day a teacher is mentally and physically exhausted leaving neither any time to pursue a hobby nor any time to socialise with friends except to recharge themselves during summer holidays. A teacher is expected to project a 'perfect teacher' image. She is required to epitomize calmness and behave like a conservative moral police. Society puts this immense pressure on teachers as if their every decision, act, and word can inspire or devastate students (Hossain, 2016). Problems of employed women vary by nature of job. Teaching is one of the major service sectors chosen by women to work. Teachers skips breakfast daily, and do not get time for simple exercises, relaxation, and unable to engage in any recreation activities. High Students teacher ratio, unnecessary emphasis on clerical works related to documentation of evaluation, loss of working days, the tension caused by the existing system of education, lack of enough reference materials, are important professional problems. Extensive support from members of family is essential to reduce the pressure of double work of school and home at a time (Nath, 2008). There are societies where everyone like their daughters/women to be treated and taught by female nurse and teacher but intensively hate and dislike their women/girls/female to part in education or services. The Education system is underpaid job for female. The female teachers faces problems such as household activities, political interference, lack of social recognition, problems related to lodging and amenities, frequent transfer, less or no opportunities for professional development, school culture, community involvement, overloaded classes, physical and learning resources, and pregnancy and delivery (Shah, khan, & Ullah, 2014).

Objectives

Teachers are the second parents of children. The kids are spending lot of time with teachers in school. Their attitude and behavior of children are depending upon teachers and school environment. The extensive review of existing literature on Women Teacher helped to formulate objectives for the present study. The objectives are,

- To study the physical problems of women teachers
- To know the psychological problems of women teachers
- To understand the economic problems of the women teachers
- To study the social problems of the women teachers

Methodology

The present study is quantitative type and follows the descriptive design. Sample size of the study is 72. Samples were identified from five private schools. The unit of analysis is women teachers who were working in the private schools from standard-I to standard – X. Field of study was Dharmapuri which is located in the State of Tamil Nadu of India. Samples were identified through convenience sampling method. Questionnaire was used to collect data from the women teacher. Secondary data were used to understand the theoretical background of the problem. Primary data were collected from the respondents in the field as first hand information.

Findings

Findings of the study have been presented by objectives of the study which has been named as classification of problems. The classifications are physical problems, psychological problems, economic problems, social problems, and challenges of the women teachers.

Physical Problems

Physical problems are problems related to one's body. Most of the respondents (87%) said that they have body pain due to standing for Long hours in the class. More than half of the respondents (50%) had knee pain. Little less than one fourth of the respondents (23.5%) had dust allergy due to chalk board writing in the class. More than two fifth of the respondents (42.8%) had back pain. Less than one tenth of the respondents (7.5%) dehydrated often. More than half of the respondents (54%) felt pain in their feet when they complete the day. Less than one tenth of

the respondents (3%) expressed that the school did not have sufficient water facility for wash. Vast majority of the respondents (93%) had head ache at the end of every day. More than two fifth of the respondents (46%) expressed that leisure hours were not followed in the schools. There are the physical problems found from the study.

Psychological Problems

Psychosocial problems are uncomfortable situations to mind. The study found findings which affect the mind of the respondents. The findings are, almost everybody (97%) affected by stress due to various reasons. More than two third of the respondents (68%) expressed that they had over work load. More than half of the respondents (57%) said that they had to work extra hours to complete the syllabus due to various programmes of the school. More than one fifth of the respondents (27%) were exercised penalty practices for minor mistakes like coming to class two or three minutes late, if she speaks one or two native language words in the class, when she takes leave without prior permission, using mobile phone inside the school premises, etc., More than four fifth of the respondents (83%) said that they were unable to get CL when it was needed. Vast majority of the respondents (99%) said that they were working all days except Sundays including government holidays. Schools are having various programmes in the holidays. Teachers were compelled to present for the functions and programmes. More than three fifth of the respondents (62%) said that they were assigned to brainwashing work or campaign for admission during the summer holidays. Most of these factors cause for stress among the women teachers.

Social Problems

Women teachers are not treated well as men teacher treated socially. Nearly four fifth of the respondents (78%) expressed that they were unable to participate in the social gathering. This situation leads the women teacher to lose relationship with other members in the society. Majority of the respondents (86%) were not having any membership in any of the clubs, associations, group, etc., More than half of the respondents (57%) said that they were not given opportunity to hold administrative positions and responsibility. More than one fourth of the respondents (27%) expressed that the women teachers were asked to perform dance on the stage

during any functions of the school. Children along with their parents are enjoying the dance. It minimizes the respect to the women teachers among the parents. More than one third of the respondents (34%) felt that they were unable to spend quality time with their children. Majority of the respondents (87%) expressed that they were unable to participate in the functions or events of their children' schools.

Economic Problems

The study discusses the economic problems among the women teachers with special reference to financial discomforts of them. A little less than one third of the respondents (32%) were not satisfied with their salary when it is compared to their work load in the school. Vast majority of them (92%) were staying in a rented house. Nearly 30 per cent of their salary is spent on house rent. More than two fifth of the respondents (42%) expressed that they were underpaid for the special class and additional works given by the school. Most of the schools have bus facility. But it is not accessible to the women teachers because school buses are departing so early in the morning as it has to pick up children from various places. Therefore it needs lots of time. If teachers are using the bus, they have to waste much of their time for travelling even for shorter distance. In spite of all these discomfort, if a teacher decides to use school bus, she will be incomplete in doing household duties which leads some other discomfort and spoils the harmony in the family. Therefore women teachers have to make their own arrangement for transportation. More than two fifth of the respondents (44%) have bought scooter for this purpose. Most of them bought it under loan scheme. Every month, the women teacher are paying due amount from Rs.3500/- to Rs.5500/-. It is additional financial burden on them. Apart from this expense, they have to spend for fuel which cost from Rs.600/- to Rs.850/- every month. More than half of the respondents (56%) said that they were using other mode of transportation. They spend money from Rs.750/- to Rs.1000/- every month for transportation. Almost all the respondents (98%) said that they work six days in a week. They spend not less than nine hours per day for their job including travel time. Most of the women teachers leave their home by 8.30 am and reaches back to home by 6.00pm every day. By the time, they feel so tired and exhausted. In this situation it is not easy for them to fulfill the house hold duties. In order to simplify the house hold activities, they have to buy house hold appliances such as washing machine, refrigerator, wet grinder,

Mixer grinder, etc., All these expenses is taking place for women teachers to continue in their teaching profession.

Recommendations

At least Leisure hours should be ensured. Table chair can be provided for teachers. White board and markers can be used instead of chalk and black board. Proper restroom facility should be provided to the women teachers. It should be ensured that sufficient drinking water and water facility for washing purpose in the school. Workload should be reasonable. Sufficient teachers can be recruited instead of deputing teachers for substitute and special classes. Syllabus should be completable in a given time. Functions and events can be minimized in the school. Whatever the welfare available for teachers which should be given like Casual Leave, Medical Leave, Permission, etc., women teachers should not be called for any of the school works during the holidays. The women teachers should be given equal value and respect as men teacher. Women teacher should be given opportunities to practice administrative positions and authorities. Women teachers should not be involved in entertaining events. They should be treated with dignity. Reasonable incentives could be provided for additional work given to the women teachers. Interest free loan can be provided to teachers for career development related work and expenses. Travel allowance can be given to teachers. Quarters can be provided to women teachers.

Conclusion

The study concludes that women teachers have problems with different classifications. There are studies conducted on women teachers which have brought different types of problems about women teachers. Present study agrees with existing findings and adds new knowledge on the existing theory on problems of women teachers. The study confirms that women teachers have physical, economical, psychological, and social problems. Women teachers have physical problems such as body pain, knee pain, dust allergy, back pain, dehydration, foot swelling, and head ache. The respondents have psychological problems such as stress because of over work load, extra work hours, unfair penalty practices, not allowed to avail welfare benefits, and deputing in irrelevant assignment. Like physical and psychological problems, the women teachers face social problems such as unable to participate in the social gathering, unable to have

membership in clubs / associations / groups, not given opportunity to practice administrative positions and responsibilities, and not treating with dignity. Women teachers undergo economic problems also. The economic problems are underpaid salary and remunerations, unfair allowance practices and there is not financial motivating factors and incentives for the additional works. Therefore it is need of the hour for educationists, planners and administrators, to develop effective plan to eliminate those problems faced by women teachers, as it is essential for enhancing quality education in schools.

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